



ELEVENTH ANNUAL ACCREDITATION REPORT

**To the
CALIFORNIA COMMISSION ON
TEACHER CREDENTIALING**

**By the
COMMITTEE ON ACCREDITATION**

**Eleventh Annual Accreditation Report to the
California Commission on
Teacher Credentialing**

**By the Committee
on Accreditation**

**Assisted by the
Professional Services Division**

**Sacramento, California
August 2006**

Eleventh Annual Accreditation Report to the California Commission on Teacher Credentialing by the Committee on Accreditation

Table of Contents

Letter of Transmittal to the Commission		iii
The Committee on Accreditation (June, 2006)		iv
Section I: Major Activities of the Committee on Accreditation		1
(1) Election of Co-Chairs for 2005-2006		1
(2) Schedule of Committee Meetings for 2005-2006		1
(3) Major Accomplishments of the Committee on Accreditation		1
(4) Schedule of Committee Meetings for 2006-2007		2
Section II: Accomplishment of the Committee's Workplan in 2005-2006		3
Task 1	Review the Results of the Evaluation of the <i>Accreditation Framework</i>	3
Task 2	Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)	3
Task 3	Review and Initial Accreditation of New Credential Programs	4
Task 4	Professional Accreditation of Institutions of Postsecondary Education and School Districts and their Credential Preparation Programs	4
Task 5	Revise the <i>Accreditation Handbook</i> and Team Training Curriculum	5
Task 6	Maintain Public Access to the Committee on Accreditation	5
Task 7	Receive Regular Updates on Commission Activities Related to Accreditation	5
Task 8	Preparation and Presentation of COA Reports to the Commission	6
Task 9	Other Required Elements of the <i>Accreditation Framework</i> - Election of Co-Chairs, Adoption of Meeting Schedule, Orientation of New Members, On-Going Review of Accreditation Process and Procedures, etc.	6
Section III: Proposed Workplan for the Committee in 2006-2007		7
Task 1	Begin Implementation of a Revised Accreditation System	7
Task 2	Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)	7
Task 3	Review and Initial Accreditation of New Credential Programs	8
Task 4	Professional Accreditation of Institutions of Postsecondary Education and School Districts and their Credential Preparation Programs	8
Task 5	Revise the <i>Accreditation Handbook</i> and Team Training	

	Curriculum	8
Task 6	Maintain Public Access to the Committee on Accreditation	8
Task 7	Receive Regular Updates on Commission Activities Related to Accreditation	8
Task 8	Preparation and Presentation of COA Reports to the Commission	8
Task 9	Other Required Elements of the <i>Accreditation Framework</i> - Election of Co-Chairs, Adoption of Meeting Schedule, Orientation of New Members, On-Going Review of Accreditation Process and Procedures, etc.	9
Appendix A:	Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visit Conducted - 2005-2006	10
Appendix B:	Initial Program Accreditation Actions Taken by the Committee on Accreditation - 2005-2006	17

COMMISSION ON TEACHER CREDENTIALING

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August 24, 2006

Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the Committee on Accreditation, we submit to the California Commission on Teacher Credentialing the *Eleventh Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee in the past year and its proposed workplan for 2006-2007 as it implements the Commission's accreditation system.

2005-2006 was the eighth year that the Committee fully exercised its responsibilities under the *Accreditation Framework*. Through the continued receiving of accreditation team reports, the accreditation decision-making activity, and active participation in a comprehensive review of the accreditation system, the Committee has gained a deep understanding of its work and many of the policy and procedural implications it entails. .

The Committee now looks forward to maintaining the high standards set by the Commission for its accreditation responsibilities in 2006-2007. The Committee appreciates the Commission's support of the COA's 18 month accreditation review process in collaboration with the Accreditation Study Work Group. Through this extensive examination of California's accreditation system including its purposes and comparability to national processes in education and other professions, the Committee and its Accreditation Study Work Group have developed recommendations for improving policy and practice. The Committee is well positioned to assist the Commission as it considers its accreditation policies for the future.

Sincerely,

Lynne Cook
Committee Co-Chair

Dana Griggs
Committee Co-Chair

The Committee on Accreditation

June 2006

California Commission on Teacher Credentialing Sacramento, California

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- **David Madrigal**,
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- **Diane Doe**, Retired Teacher
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- **Edward Kujawa**, Dean
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K-12 Position

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- **Lawrence Birch**, Director, Professional Services Division
- **Teri Clark**, Administrator for Accreditation, Professional Services Division
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- **Teri Ackerman**, Analyst, Professional Services Division

Section I. Major Activities of the Committee on Accreditation

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation during the past year, including the organization of the Committee, list of meetings for 2005-2006, a summary of major accomplishments for the year and the adopted schedule of meetings for 2006-2007.

(1) Election of Co-Chairs for 2005-2006

In developing its procedures, the Committee agreed that Co-Chairs (one from postsecondary education and one from K-12 education) would be elected annually. In August 2005, the Committee elected Lynne Cook and Dana Griggs to serve as Co-Chairs during the 2005-2006 accreditation year.

(2) Schedule of Committee Meetings for 2004-2005

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 2005-2006, the Committee on Accreditation held the following meetings.

August 18, 2005	Commission Offices, Sacramento
October 20, 2005	Commission Offices, Sacramento
February 16, 2006	Commission Offices, Sacramento
June 15, 2006	Commission Offices, Sacramento

(3) Major Accomplishments of the Committee on Accreditation

In addition to hearing and acting upon the one accreditation team report, the COA made initial accreditation decisions for 60 professional preparation programs, mostly programs of professional preparation for pupil personnel services, education specialist and administrative services.

Each year, the Committee has made improvements in the accreditation procedures or in its own procedures. The COA scheduled regular discussions at a number of its meetings about ways to improve the accreditation process and procedures. The major effort of the last year was assisting the Commission in completing the review of the accreditation system, in conjunction with the Accreditation Study Work Group. In summary, the Committee on Accreditation has completed its workplan, and looks forward to continuing to exercise its responsibility to implement the Commission's accreditation system.

(4) Schedule of Committee Meetings for 2006-2007

In order to fulfill its responsibilities and accomplish its workplan, the Committee on Accreditation has adopted a schedule for meetings for the 2006-2007 accreditation cycle.

August 24, 2006	Commission Offices, Sacramento
October 12, 2006	Commission Offices, Sacramento
February 14-15, 2007	Commission Offices, Sacramento
June 6-7, 2006	Commission Offices, Sacramento

Section II. Accomplishment of the Committee's Workplan in 2005-2006

On August 18, 2005 the Committee on Accreditation adopted its workplan for 2005-2006. The Committee's elected Co-Chairs presented this workplan to the Commission at the January 31-February 1, 2006 Commission meeting. The nine items that follow represent the key elements of the 2005-2006 workplan for the Committee on Accreditation. They include a detailed explanation of each task and its current status.

Task 1 Review of the Results of the Evaluation of the *Accreditation Framework*

The *Accreditation Framework* called for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The contractor was selected in December 1999 and the contract was subsequently approved by the Commission. The contractor, American Institutes for Research (AIR), was fully involved in gathering data, attending COA meetings, observing accreditation visits, and interviewing participants in the accreditation process. The final report was presented to the Executive Director in April 2003, initially reviewed at the May 2003 meeting of the COA, and was the subject of discussion at subsequent COA meetings. An analysis of the findings of the AIR Report was included in the larger review of the *Accreditation Framework* initiated by the Commission at its May 2004 meeting when it authorized the formation of the Accreditation Study Work Group to work with the COA in the review of the accreditation system. During the 2005-2006 year, the COA worked closely with the Accreditation Study Work Group in conducting a complete review of the Commission's accreditation process. The findings of the review were presented in October 2005 for Commission consideration that may lead to changes in the accreditation system and accreditation procedures.

Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)

The Partnership Agreement in effect with the National Council for the Accreditation of Teacher Education (NCATE) was renewed in October 2001. The COA has continued monitoring the agreement in the same manner as during previous years to make certain that the implementation of the partnership results in assuring that state issues are appropriately addressed in each visit and that the process reduces duplication.

As part of the implementation of the *Accreditation Framework*, the Committee can negotiate formal memoranda of understanding with national professional education organizations. These memoranda would govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. Currently, there are no such agreements in place. The Committee has delayed further efforts to negotiate formal memoranda of understanding with national professional education organizations while the accreditation review was being completed. The COA will present findings about this portion of the *Framework* and advise the Commission on possible changes that should be made. The agreement with NCATE was due to expire in December 2005, but was extended for one year until December 2006.

Task 3 Review and Initial Accreditation of New Credential Programs

This is one of the major ongoing tasks of the Committee on Accreditation. The Committee has developed procedures for handling the submission and review of proposed new credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff review recommendations. In all cases, programs are not recommended for initial accreditation until the reviewers have determined that all of the Commission's program standards are met.

During the 2005-2006 year, the number of programs granted initial accreditation was as follows:

Administrative Services Credential Programs	17
Education Specialist Credential Programs	21
Multiple and Single Subject Credential Programs	3
Pupil Personnel Services Credential Programs	16
Library Media Services Credential Programs	1
Fifth Year of Study Programs	2

A detailed listing of the programs granted initial accreditation is included in Appendix B.

Task 4 Professional Accreditation of Institutions of Postsecondary Education and School Districts and Their Credential Preparation Programs

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility for making the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. In December 2002 the Commission took action to postpone accreditation visits for Spring 2003 and for all of the 2003-2004 accreditation cycle, with the exception of merged CTC/NCATE visits. In March 2004 the Commission took further action to postpone accreditation visits originally scheduled for the 2004-2005 accreditation cycle. The Accreditation Study Workgroup and the Committee on Accreditation will advise the Commission on developing a new schedule for evaluation activities.

During the 2005-2006 year, there was one university accreditation visit. The visit was a merged CTC/NCATE visit. A total of 17 state accreditation team members and 5 national team members participated in the visit. Following is the name of the institution and the accreditation decision of the Committee on Accreditation.

2005-2006 Accreditation Visits

Institution	Accreditation Decision
California State University, Fresno	Accreditation

A more detailed report of the accreditation visit is included in Appendix A. For the visit, the accreditation team report information is provided, followed by the COA accreditation decision, the list of all credential programs authorized for the institution, any stipulations given by the Committee on Accreditation, and the date of the next accreditation visit.

Task 5 *Revise the Accreditation Handbook and Team Training Curriculum*

The Committee on Accreditation is committed to continuous improvement in the accreditation process. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. Minor modifications of accreditation procedures are incorporated into the accreditation process and the training curriculum as they occur. However, major modifications to the *Accreditation Handbook* and team training have been postponed until after the completion of the COA's evaluation of the *Accreditation Framework* and the Commission makes decisions about future accreditation policies and procedures.

Task 6 *Maintain Public Access to the Committee on Accreditation*

The Committee will make formal presentations upon request. All meetings of the COA are held in public. Regular information about the Committee and its deliberations as well as detailed information about the work of the Accreditation Study Work Group is posted on the COA webpage at the Commission's website.

Task 7 *Receive Regular Updates on Commission Activities Related to Accreditation*

During the past year, the Committee has received extensive information from the Accreditation Study Work Group, staff, and interested stakeholders about Commission activities and actions related to accreditation issues in the context of the accreditation review.

Task 8 Preparation and Presentation of COA Reports to the Commission

The Committee on Accreditation adopted its Tenth Annual Accreditation Report in August 2005 and presented it to the California Commission on Teacher Credentialing at its January 31-February 1, 2006 meeting. The presentation of the Eleventh Annual Accreditation Report is scheduled for the December 2006 Commission meeting.

Task 9 Other Required Elements of the *Accreditation Framework* - Election of Co-Chairs, Adoption of Meeting Schedule, Orientation of New Members, On-Going Review of Accreditation Process and Procedures, etc.

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual, as appropriate. In August 2005, the Co-Chairs were elected and the 2005-2006 workplan was adopted. The 2005-2006 schedule of meetings was adopted in May, 2005.

As indicated earlier in this report, the major activity of the 2005-2006 year was the completion of the review of the *Accreditation Framework* and the accreditation system, in conjunction with the Accreditation Study Work Group. The major part of each COA meeting was devoted to activities related to the review. The report of that review was presented to the Commission at the October 2005 Commission meeting.

Section III. Proposed Workplan for the Committee in 2006-2007

The items that follow represent the key elements of the 2006-2007 workplan for the Committee on Accreditation. Because the COA anticipates being fully involved in the implementation phase of a revised accreditation system, the major tasks before the COA during the next year will likely be focused on transition to a revised system and development of implementation procedures based upon new Commission policies on accreditation.

Task 1 Begin Implementation of a Revised Accreditation System

During the 2005-2006 year, the Committee on Accreditation worked closely with the Accreditation Study Work Group in conducting a complete review of the Commission's accreditation process. Early in the 2006-2007 year, it is expected that the Commission will take action on the recommendation. Once the Commission acts, the major activities of the COA during the remainder of the year will be to begin transition to the revised system and develop implementation procedures for the revised Accreditation Framework.

Task 2 Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)

The Partnership Agreement in effect with the National Council for the Accreditation of Teacher Education (NCATE) will expire in December, 2006. The COA has continued monitoring the agreement in the same manner as during previous years to make certain that the implementation of the partnership results in assuring that state issues are appropriately addressed in each visit and that the process reduces duplication. The COA will begin work on a review of the Partnership Agreement, in light of a revised *Accreditation Framework*. Work will also begin on the next renewal of the Partnership Agreement.

As part of the implementation of the *Accreditation Framework*, the Committee has negotiated formal memoranda of understanding with some national professional education organizations. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation. The Committee also delayed further efforts to negotiate formal memoranda of understanding with some national professional education organizations while the accreditation review was being completed. Once the Commission acts on the revised *Framework*, the COA will resume its efforts to work with national professional education organizations in the context of the revised accreditation system.

Task 3 Review and Initial Accreditation of New Credential Programs

This is one of the major ongoing tasks of the Committee on Accreditation. The Committee has developed procedures for handling the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. In all cases, programs will not be given initial accreditation until the reviewers have determined that all of the Commission's program standards are met. The

COA will review the review procedures in the light of the revised *Accreditation Framework* and make appropriate changes.

Task 4 Professional Accreditation of Institutions of Postsecondary Education and School Districts and Their Credential Preparation Programs

During the 2006-2007 year, there will be six accreditation site visits to California State University, Monterey Bay; California State University, San Marcos; Azusa Pacific University; San Francisco State University; California State University, Chico; and California State University, Long Beach. All are merged COA/NCATE visits.

Task 5 Revise the *Accreditation Handbook* and Team Training Curriculum

Activities related to the *Accreditation Handbook* and team training will become a major focus of the COA once the Commission adopts a revised *Accreditation Framework* and makes decisions about future accreditation policies and procedures. The COA will need to develop a new team training curriculum and begin training activities. The *Accreditation Handbook* will need to be revised to be consistent with the revised accreditation system.

Task 6 Maintain Public Access to the Committee on Accreditation

The Committee will make formal presentations upon request. All meetings of the COA are held in public. Regular information about the Committee and its deliberations is posted on the COA webpage at the Commission's website. Once the Commission takes action on a revised accreditation system, the COA will be scheduling technical assistance meetings to provide information about the revised accreditation system to program sponsors.

Task 7 Receive Regular Updates on Commission Activities Related to Accreditation

The Committee will be receiving information about Commission activities and actions that are related to accreditation issues. The COA will also solicit information about Commission suggestions and concerns about its accreditation system.

Task 8 Preparation and Presentation of COA Reports to the Commission

The Committee on Accreditation will present its annual report to the California Commission on Teacher Credentialing in the fall. Additional updates and reports to the Commission will be provided throughout the year.

Task 9 Other Required Elements of the Accreditation Framework - Election of Co-Chairs, Adoption of Meeting Schedule, Orientation of New Members, On-Going Review of Accreditation Process and Procedures, etc.

Each year, the Committee elects Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual. Through numerous planned activities and in the process of the ongoing accreditation reports and discussions, the Committee conducts an ongoing review of the accreditation process. As a result of those discussions, the Committee considers and adopts modifications in accreditation procedures, as needed.

APPENDIX A

**Continuing Accreditation Decisions Made by the Committee
on Accreditation Based Upon
Site Visit Conducted - 2005-2006**

APPENDIX A

Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Site Visit Conducted - 2005-2006

Introduction

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 2005-2006 academic year, based upon the team site visit. A merged NCATE/COA Accreditation visit was conducted for one institution. The accreditation information is presented in two parts as follows:

- Accreditation team report information, including the accreditation team recommendation and the rationale for the recommendation, the team membership, and a summary of the documents reviewed and the interviews conducted.
- Committee on Accreditation action, including the Committee's accreditation decision, a list of credentials for which the institution is authorized to recommend its candidates, any stipulations given by the Committee on Accreditation, and the date of the next accreditation visit. (In some cases, the COA action may differ from the team recommendation, as the COA carries out its statutory responsibility.)

California State University, Fresno
March 11 – 15, 2006
(COA/NCATE Merged Accreditation Visit)

A. Accreditation Team Report Information

Team Recommendation: Accreditation

Rationale:

The accreditation team conducted a thorough review of the Institutional Report, program documents, and supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty staff and administration of the university, employers of graduates, and advisory committee members. The team obtained sufficient and consistent information that led to a high degree of confidence in making judgments about the educator preparation programs offered by the institution.

The recommendation pertaining to the accreditation status of California State University, Fresno and all of its credential programs was determined based on the following:

1. NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilized the

NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.

2. **PROGRAM STANDARDS:** Team clusters for Basic credentials and Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA members, considered whether the program standards were either met, met with concerns, or not met.
3. **ACCREDITATION RECOMMENDATION:** The decision to recommend Accreditation was based on team consensus that the six NCATE standards were met, with two identified areas for improvement for purposes of the NCATE report, that the six NCATE standards were met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas. This accomplishment was made in a period of time when a transition to newly designed programs, changes in college leadership, and budget reductions were occurring. During this period of time, faculty maintained their strong commitment to program excellence, diversity goals, student needs, and collaborative relationships with public schools and colleagues within the university. It is clear that the institution administration has been strongly supportive of faculty efforts and provided appropriate leadership to the college during this time of change.

Team Membership

State Team Leader: **Randall Lindsey** (Team Co-Chair)
California Lutheran University

NCATE Team Leader **Ron Colbert** (Team Co-Chair and
Common Standards Cluster Leader)
Fitchburg State College (MA)

NCATE/Common Standards Cluster:

Nancy G Hallenback (NCATE Member)
Sioux Falls School District (SD)

David E. Todt (NCATE Member)
Shawnee Stat University (OH)

Gayle Fischer (NCATE Member)
Norman Public Schools (OK)

Constance V. Hines (NCATE Member)
University of South Florida

Yvonne Lux (CCTC/COA Member)
California Lutheran University

Mark Cary (CCTC/COA Member)

Davis Joint Unified School District

Basic and Specialist Credential Cluster:

Reyes Quezada, (Cluster Leader)

University of San Diego

Gloria Johnston

National University

Beth Bythrow

Los Angeles Unified School District

Glen Casey

California Polytechnic State University, San Luis Obispo

Maggie Payne

California State University, Chico

Nancy Burstein

California State University, Northridge

Nancy Tatum

California Department of Education

Janice Myck-Wayne

Los Angeles Unified School District

Services Credential Cluster:

Jo Birdsell, (Cluster Leader)

Point Loma Nazarene University

Marcel Soriano

California State University, Los Angeles

Linda Webster

University of the Pacific

Laverne Aguirre-Parmley

Alum Rock Unified School District (Retired)

Margaret Parker

California State University, Dominguez Hills

Claudia Bays

California State University, Sacramento (Retired)

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study

Schedule of Classes
Advisement Documents

Course Syllabi
 Candidate Files
 Fieldwork Handbooks
 Course Materials
 Information Booklets
 Field Experience Notebooks

Faculty Vitae
 Follow-up Survey Results
 Assessment Data
 Exit Surveys
 Candidate Work Samples
 Portfolios

INTERVIEWS CONDUCTED

	Team Leader	Common Stand. Cluster	Basic & Specialist Credential Cluster	Services Credential Cluster	TOTAL
Program Faculty	8	48	74	55	185
Institutional Administration	14	2	18	12	46
Candidates	22	28	116	83	249
Graduates	5	36	38	79	158
Employers of Graduates	2	0	14	47	63
Supervising Practitioners	3	5	38	30	76
Advisors	6	0	10	15	31
School Administrators	7	0	20	36	63
Credential Analyst	1	3	7	1	12
Tech Support	3	9	0	0	12
Advisory Committee	15	36	15	50	116
Program Coordinators	2	16	4	0	22
Total					1033

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

B. Committee on Accreditation Action

- (1) The decision for California State University, Fresno and all of its credential programs:
ACCREDITATION

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Agricultural Specialist
- Administrative Services
 - Preliminary
 - Preliminary Internship
 - Professional
- Clinical Rehabilitative Services
 - Language Speech and Hearing
- Early Childhood Education Specialist
- Education Specialist (Special Education)
 - Preliminary Level I
 - Mild/Moderate Disabilities
 - Mild/Moderate Disabilities Internship
 - Moderate/Severe Disabilities
 - Moderate/Severe Disabilities Internship
 - Deaf and Hard of Hearing
 - Professional Level II
 - Mild/Moderate Disabilities
 - Moderate/Severe Disabilities
 - Deaf and Hard of Hearing
- Health Services (School Nurse)
- Multiple Subject Credential
 - Multiple Subject
 - BCLAD Emphasis (Spanish, Hmong)
 - Multiple Subject Internship
- Pupil Personnel Services Credential
 - School Counseling
 - School Psychology
 - School Psychology Internship
 - School Social Work
 - Child Welfare and Attendance
- Reading and Language Arts Specialist

Reading Certificate
Reading and Language Arts Specialist

- Resource Specialist Certificate
- Single Subject Credential
Single Subject Credential
Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions is accepted.
- California State University, Fresno is permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Fresno is placed on the schedule of accreditation visits for the 2012-2013 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

APPENDIX B

Initial Program Accreditation Actions Taken by the Committee on Accreditation 2005-2006

APPENDIX B

Initial Program Accreditation Actions Taken by the Committee on Accreditation – 2005-2006

Introduction

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 2005-2006 academic year. For each program area, the institutions are listed in alphabetical order. For each of the institutions, the specific programs accredited are named in each listing.

Initial Accreditation Based Upon Panel Review

The Committee on Accreditation granted initial accreditation to the following preparation programs, based upon the recommendations of the appropriate review panels. Each of the institutions listed responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that described how each standard and precondition was met and that included appropriate supporting evidence. The program proposals were read by the appropriate review panels following the procedures adopted by the Committee on Accreditation. The programs were judged to meet all standards and preconditions.

A. Programs of Professional Preparation for the Administrative Services Credential

California Lutheran University	Preliminary Credential
California State Polytechnic University, Pomona	Professional Credential
California State University, Bakersfield (2)	Preliminary Credential Preliminary Internship
California State University, Fullerton	Preliminary Credential
California State University, San Bernardino (2)	Preliminary Credential Preliminary Internship
Loyola Marymount University (2)	Preliminary Credential Preliminary Internship
Pepperdine University (2)	Preliminary Credential Professional Credential
Point Loma Nazarene University (2)	Preliminary Credential Preliminary Internship
Sonoma State University (2)	Preliminary Credential Professional Credential
University of San Francisco (2)	Preliminary Credential Professional Credential

B. Programs of Professional Preparation for the Education Specialist Credential

Holy Names University	Preliminary Level I
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	Mild/Moderate Disabilities Internship
Humboldt State University (3)	Preliminary Level I Education Specialist Credential Program Education Specialist: Moderate/Severe Disabilities (Level I) Education Specialist: Moderate/Severe Disabilities with Internship
National University (3)	Preliminary Level I Deaf and Hard of Hearing Deaf and Hard of Hearing Internship Professional Clear Level II Education Specialist Credential Program: Education Specialist: Deaf and Hard of Hearing
Notre Dame de Namur University (2)	Professional Level II Mild/Moderate Disabilities Moderate/Severe Disabilities
Point Loma Nazarene University (3)	Preliminary Level I Moderate/Severe Disabilities Moderate/Severe Disabilities Internship Professional Level II Moderate/Severe Disabilities
San Diego Unified School District	Education Specialist: Mild Moderate Disabilities Internship (Level II)
Stanislaus County Office of Education	Preliminary Level I Mild/Moderate Disabilities District Internship
Touro University (3)	Preliminary Level I Moderate/Severe Disabilities Internship Professional Level II Mild/Moderate Disabilities Moderate/Severe Disabilities
University of California, San Diego	Three year extension of experimental teacher- training program: Multiple Subject BCLAD Emphasis (American Sign Language (ASL)) Credential Education Specialist: Deaf and Hard of Hearing Credential
University of California, Santa Barbara	Preliminary Level II Moderate/Severe Disabilities
University of San Diego (2)	Professional Clear Level II Education Specialist Credential Program Education Specialist: Deaf and Hard of Hearing Credential Program

**C. Programs of Professional Preparation for the Multiple and Single Subject
Credentials – SB 2042 Program Review**

InterAmerican College (2)	Multiple Subject Credential, BCLAD Emphasis (Spanish) Single Subject Credential, BCLAD Emphasis (Spanish)
California State University, Sacramento	Single Subject Internship

D. Programs of Professional Preparation for the Pupil Personnel Services Credential

California Baptist University (2)	School Counseling School Counseling Internship
California Polytechnic State University, San Luis Obispo	School Counseling
San Francisco State University	School Social Work
San Jose State University (2)	School Social Work Child Welfare and Attendance
Phillips Graduate Institute	School Psychology
University of California, Berkeley (2)	School Psychology School Psychology Internship
University of California, Riverside (2)	School Psychology School Psychology Internship
University of California, Santa Barbara (2)	School Psychology School Psychology Internship
University of La Verne (2)	School Psychology School Psychology Internship
University of San Diego	School Counseling

E. Programs of Professional Preparation for the Library Media Services Credential

California State University, Chico	Library Media Services Credential
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F. Programs of Professional Preparation for the Fifth Year of Study

California Lutheran University	Fifth Year of Study
California State University, San Marcos	Fifth Year of Study

